**Marketing Strategies for Sustainability**

MKTG 488 Professor Wendy Wilhelm

Winter 2009 PH 327; 650-4816

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Website: <http://www.wwu.edu/~bryce> Office Hours: TR 12-2 PM or by apt.

**Course Objectives:**

This course will provide students with skills for developing and marketing a sustainable product. It will cover key concepts and tools related to marking mix decisions such as design-for-environment, pricing based on full cost accounting, greening of the supply chain, and life cycle impact assessment. We will discuss marketing strategy development within the context of a “triple bottom line” approach that places equal emphasis on the objectives of economic stewardship (valuing financial continuity over profit), environmental/ecological stewardship (maintenance and renewal of natural capital), and social stewardship (equitable distribution of resources, human and community well-being).

**Required Reading Materials:**

1. *Strategies for the Green Economy (2009)* by Joel Makower. McGraw Hill Publishing.
2. *Okala Design Guide (2007)* developed by Phillip White, Steve Belletire and Louise St. Pierre
3. *The Designer’s Atlas of Sustainability* (2007) by Ann Thorpe. Island Press.

Other required readings are available on-line or on the S: Drive (see course schedule).

**Coursework:**

**Ecological Footprint Reduction and Blog.** Each student will keep a daily/weekly blog that records weekly consumption ($ amount and description) of food (e.g., $ spent, product/brand, organic or not), transportation (e.g., gas, airplane miles, public transport fees), housing (e.g., utility bills), and any relevant lifestyle consumption behaviors that you want to comment on (e.g., donation of time or money to a cause, purchase of a locally made or organic cotton t-shirt). The first blog should include the ecological footprint calculations and at least 3 strategies for reducing it this quarter. I recommend the following sites for carbon reduction ideas: (1) [www.betterworldshopper.org](http://www.betterworldshopper.org) (2) [www.global-cool.com](http://www.global-cool.com) (find a “carbon coach”); (3) [www.buylesscrap.org](http://www.buylesscrap.org), [www.pbjcampaign.org](http://www.pbjcampaign.org), [www.wearewhatwedo.org](http://www.wearewhatwedo.org) and (4) setting up a nag, if you need one: [www.TheNag.net](http://www.TheNag.net) . Use the blog to record progress toward this goal. Think of it as a diary – how difficult is it to stick to your commitments? What are some of the challenges? How do you feel about these EF actions you are taking (resentful, proud, less guilty)? Students will give periodic updates on how these efforts are proceeding. I expect, at the very least, to see one blog posting per week. [www.blogger.com](http://www.blogger.com) is one option, but you are free to choose your own blog hosting site.

**Group Project.**  Project options are in Appendix 1; group composition will be decided during the first week of class (limited to 4 members). Please submit a one page outline on one of the topics in Appendix 1 by **1/13** for approval, describing what you propose to do. I expect you to incorporate information from the readings and other coursework into your project whenever possible. The written component of the project is due on the day of your presentation; please include a bibliography. Presentations are limited to 30 minutes, and should follow the same subtopic sequence as your write-up. All group members will be required to complete an evaluation form that documents each member’s contribution to the project (Appendix 2). There will also be an audience form for evaluating presentations.

**Individual Written Assignments (8)**. You may decide which 8 of the 11 Written Assignments listed in the Course Schedule to submit. However, you must complete Assignments #1 and #11; you can then select any 6 from Assignments #2 - #10 to submit. For each assignment, answer the questions posed and be prepared to discuss them in class. I expect you to incorporate information from the readings for the week into your write-up whenever possible. Assignments should be typed, double-spaced, and comply with any stated length restrictions. Please use the 2-sided option when printing! Grading will be on a check +/check/check– basis. Points will be taken off for misspellings or grammatical errors. Each assignment must be turned in during the class period in which it is due. No late assignments will be accepted. Note: several of these assignments require preparation, so make sure and check the course schedule well in advance of class.

**In-Class Activities (ICA).** There are several different ICA each week. All are listed in the Course Schedule and assume that the assigned readings and websites have been completed prior to class. I expect you to complete all of the assigned readings and ICA prior to the Tuesday class; the written assignments are typically due on a Thursday. Several of the in-class activities require additional preparation, so make sure and check the course schedule well in advance of class.

**Participation and Attendance.** I plan to call on each student at least **4 times** to discuss the (1) readings, (2) in-class activities, and (3) written assignments. Participation at other times is, of course, encouraged! Attendance will also be taken on occasion (when you least expect it!). I encourage each of you to bring in current examples of good (or bad) green marketing, sustainable product introductions or anything else you find interesting and relevant and wish to share with us. You will also be required to complete a short questionnaire at the end of the quarter as part of your participation grade.

**Additional Resources**.

There are a number of excellent web references on the topic of sustainability, many of which are included on the *Okala Ecological Design* and the *Atlas of Sustainability* websites (see my homepage). The following site, for example, is a glossary of important terms in the sustainability field: <http://www.sustainabilitydictionary.com> . I encourage you to visit these sites to see additional resources that may be helpful to you throughout the class and beyond. See Appendix 3 for further resources.

**Grading** (out of 1,000 points)

Ecological Footprint Reduction and Blog 200 \*\*

Group Project 280

Individual Assignments (8 @ 40 points) 320

ICA/Participation 200

\*\* Note: I believe that changing our personal lifestyles/behavior is actually the most important assignment, but it is

difficult to grade objectively. ☺

**Course Schedule**

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|  | **Date** | **Topic** | **Readings/Web Sites** | **Assignments and In-class Activities (ICA)** |
|  |  | **Part 1:** | **Situation Analysis** |  |
| **1.** | 1/06  &  1/8 | Introduction to Sustainable Marketing  and  EcoDesign | * **Atlas,** *Introduction*, pp. 4-20 * **Green Economy (GE),** Ch. 2. Joel’s blog is interesting, but optional: [www.readjoel.com](http://www.readjoel.com) * **Okala Ecological Design (OED),** *Introduction**+ Module 2*, pp. 1, 5-7. Suggested readings are optional, and are found under each Module on the OED website, <http://www.idsa.org/whatsnew/sections/ecosection/okala.html> * **Check out** the Tailloires Declaration for Sustainable Universities (<http://www.ulsf.org/programs_talloires.html>);   AND   * the University Presidents’ Climate Commitment <http://www.presidentsclimatecommitment.org/>   AND   * AND WWU’s Office of Sustainability <http://www.wwu.edu/sustain/> * **CASE**: Check out Patagonia’s Footprint Chronicles: <http://www.patagonia.com/web/us/footprint/index.jsp> and Ch. 37 in **GE** (231-233) * **Optional:**   (1) Check this out before you do your  Footprint: Global Footprint Network:  <http://www.footprintnetwork.org/gfn_sub.php?content=overshoot>  (2) Check this site out for ideas about actions you can take to reduce your footprint: <http://www.dothegreenthing.com/> | * Definition of Sustainability: <http://www.sustainabilitydictionary.com/> * **ICA 1a**: How do you think an industrial designer differs from a marketing/brand manager? How are they similar? What is eco/sustainable design? Is there a common thread that runs through the readings from the 3 texts assigned for this week (Atlas, Green Economy, OED)? * **ICA1b**: What are the key premises of the Tailloires Declaration? The Presidents’ Climate Commitment? Is WWU a signatory on both? From looking at WWU’s Office of Sustainability’s website, does it look like WWU meets the standards laid out in the Taillories Declaration? Which universities are rated as the “greenest” according to the *Princeton Review* (<http://www.princetonreview.com/green-honor-roll.aspx?uidbadge=%07> ). What kinds of actions do we need to take to get WWU on this list? * **ICA 1c** **CASE:** Is Patagonia’s “footprint chronicles” effort an effective communication strategy for conveying Patagonia’s sustainability efforts? Why or why not? What does the firm want us to learn? What does Makower (GE author) state is the moral of Patagonia’s “tagua nut” fiasco for green marketers (Ch. 37) * **In-class videos:** <http://www.storyofstuff.com/>; CEO Ray Anderson from Interface: <http://www.youtube.com/watch?v=RcRDUIbT4gw&feature=related> * **Assignment #1 (required):** **Calculate your personal carbon footprint** (select the option that requires you to give more specific information) at: <http://www.footprintnetwork.org/gfn_sub.php?content=calculator>. Get as close an estimate for each category as you can. Then click on *Save your Footprint* and print it out to turn in – how many planets would we need if everyone lived the way you do? Which consumption category contributes the most to your Footprint? Next, calculate your footprint using the local WWU calculator so we can collect and display aggregate data for the whole class: <http://pandora.cii.wwu.edu/footprint/default.aspx?course=MKTG%20488> . Finally, commit to at least 3 actions you will take to reduce your weekly carbon footprint during the quarter (see syllabus). ***Submit your calculations, your reduction plans, and a short reflection on them.*  [Due 1/8]** * **Start Ecological Footprint Blog; Project Decisions & Group Assignments** |

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|  | **Date** | | **Topic** | | **Readings/Web Sites** | | **Assignments and In-class Activities (ICA)** | |
| **2.** | | 1/13  &  1/15 | | Towards  Sustainable Consumption  and  a Sustainable Economy | | * **Atlas**, *Economy*, pp. 58-111 * Read about Adbusters *True Cost Economics* Marketing Campaign at <http://www.adbusters.org/campaigns/truecosteconomics> * **GE**, Ch. 36, pp. 224-230 * Search the Consumers International website (<http://www.consumersinternational.org/homepage.asp> ) for information on *Ethical Consumerism* and Campaigns they are currently running. * Check out Global Compact Principles: <http://www.unglobalcompact.org/AboutTheGC/TheTenPrinciples/index.html>   AND   * Net Impact: <http://www.netimpact.org/> (especially: <http://netimpact.org/displaycommon.cfm?an=1&subarticlenbr=1681> ) * **CASE:** Starbucks and Fair Trade coffee, GE, Ch. 18, pp. 99-102 + Starbucks’ website: <http://www.starbucks.com/aboutus/farmstories.asp> | | * **ICA 2a:** Is GDP (wealth) a good measure of national (individual) well-being? What are alternative measures of individual and national well-being? [Hint: Ever hear of the *Gross National Happiness Indicator*?] What is the premise in the Adbuster’s campaign? In general, how do the perspectives presented in the *Economy* reading and Adbuster’s campaign differ from the traditional perspective you are exposed to in your business courses? * **ICA 2b:** Define from Atlas reading: natural capital; social capital; ISO14000 (see note 22 on p. 70); Fair Trade; 11 features critical to understanding sustainable design (p. 110) * **In-Class Video:** *Redefining Success* * **ICA 2c:** What is *sustainable consumption*? What is *ethical consumerism*? Do you think sustainable consumption requires individuals in developed countries to reduce their absolute levels of consumption? What does Makower say about persuading people to consume in a more sustainable fashion? Select one of the current campaigns that CI is running that you think is very effective OR very ineffective – what is your rationale? * **In-Class Video**: Bad Products Awards (CI 2007): <http://www.youtube.com/watch?v=9FoMspK8thA&feature=PlayList&p=4E757640C697461E&index=1> * **ICA 2d:** What are the Global Compact Principles? Who has signed on to support these Principles? Do you believe that this approach – public commitment to change - will work to move organizations toward sustainable operations? What is Net Impact? Should we start a chapter at CBE? (optional ICA) * **Assignment #2: CASE:**  What was Starbuck’s “challenge” according to Makower? How did the firm’s response to a potential PR nightmare resolve the situation? **Check a local Starbuck’s for their fair trade offerings** – are they prominently displayed? Are there other marketing communications in-store or on packages that communicate sustainability? Consider Starbuck’s current sustainability efforts as described on its website. Are its claims credible? Are they consistent with what you found in-store?   **[Due 1/15]** | |

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|  | **Date** | | **Topic** | | **Readings/Web Sites** | | **Assignments and In-class Activities (ICA)** | |
| **3.** | | 1/20  &  1/22 | | Buyer Behavior & Segmentation: The Many Shades of “Green” Consumers | | * **Atlas,** *Culture,* pp. 112-177 * **GE,** *Part 2: What does it mean to be Green?* Chapters 6-13, pp. 35-68 * **GE,** *Appendix on Green Segmentation,* pp. 241-274 * **OED,** Module 7, pp. 22-25 (optional) * **CASE:** GE, Ch. 19 on Clean Energy, pp. 101-110; Puget Sound Energy website: <http://www.pse.com/Pages/default.aspx> * Check out the *Long Now Foundation:* <http://www.longnow.org/> * Check out *Design Anarchy*, the Flash presentation “Experience the book” at : <http://www.adbusters.org/cultureshop/books/designanarchy> (optional) | | * **Be ready to share your blog with your classmates and tell us how you are doing with your footprint reduction strategies!** * **ICA 3a:** Why does Thorpe call ours the “odd century?” How can design help people transition from meeting their needs via external methods to meeting them through internal ones? What is materialism and how do material goods play key symbolic roles in our lives? What is “open design” and what is it’s relationship to the “Web 2.0” trend? * **ICA 3b:** What are the 11 features of the cultural landscape critical to understanding sustainable design, according to the Atlas (p. 176)? Do you see any common themes described by both Thorpe and Makower (Green Economy author)? * **ICA3c:** According to Makower and the research he cites in chs. 6-13, why is it so difficult to convince individuals in the U.S. to “go green?” Have companies been partly to blame through their “greenwashing” practices? What can marketers do to improve their image? to make it easier for individuals to meet their needs AND “go green?” * **ICA** **3d:** Find out if you are a cultural creative: <http://www.culturalcreatives.org/questionnaire.html> Is a cultural creative an environmentalist? * **ICA 3e CASE**: Why has it been so difficult topersuade customers to switch to renewable sources of electricity, according to Makower? What misunderstandings exist about renewable electricity sources? How can utilities change these perceptions and persuade their customers to switch? Take a look at the segmentation study in the Appendix to GE (p. 241): which segment or segments would you target with what type of marketing campaign? Check the Puget Sound Energy website – is it easy to find the link that tells you how to switch to green electricity? How expensive would it be for you to switch to 100% renewables? What do you think of their marketing campaign to encourage green power purchasing? * **Assignment #3:** (1) Design a sustainable product (good, experience, process, service) that will make people slow down (Culture, pp. 152-169). The design brief should include visual and verbal components, if applicable. Tell a story about the context in which the product would be used. See <http://www.slowlab.net/projects%20list.html> and the *Long Now Foundation* for examples. (2) Determine which segment from the Ecological Roadmap study (GE, p. 241) you will target with this product, and come up with 1-2 sentence brief that captures the product’s value proposition (see GE, p. 13 for ideas). **[Due 1/22]** | |

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|  | **Date** | | **Topic** | | **Readings/Web Sites** | | **Assignments and In-class Activities (ICA)** |
| **4.** | | 1/27  &  1/29 | | Principles of Ecology  and  Environmental Impacts | | * **Atlas**, Ecology, pp. 22-57 * **OED**, Modules 4 - 6 (including *Understanding Toxicity*), pp. 9 – 21 * **GE,** Ch. 20, *Problem of Waste*, pp. 111-114. * Read about the *problem of e-waste* at S:\MKTG488\Wilhelm\ewaste. Click on 1st image to start slide show. * **CASE:**  1. OED, Module 5; 2. The Natural Step website: <http://www.naturalstep.org/>; 3. The Natural Step at Nike: <http://www.ortns.org/documents/Nike.PDF> 4. Nike’s sustainability efforts: <http://www.coolhunting.com/archives/2007/08/nike_long_ball.php> AND CEO letter: <http://nikeresponsibility.com/#nikesapproach/mark_parker> | * **ICA 4a:** Define these key concepts from the Atlas reading: ecosphere; ecoefficiency; invisible materials and materials trails; down-cycle vs. up-cycle; organic nutrients vs. technical nutrients; biomimicry; ecosystem resilience; 9 features critical to understanding sustainable design (p. 56) * **ICA 4b:** Which of the environmental impact categories listed in OED (pp. 15-16) are of greatest concern where we live in the Pacific Northwest? Where does the problem of waste discussed in GE Ch. 20 fit? Which impact categories **(including waste and e-waste)** apply directly to you and your local environment, and which of them occur in other parts of the world, yet are the result of your consumption and behavior? * **ICA 4c CASE:** What are the four system conditions in The Natural Step approach (OED, Module 5 and website)? What measures/metrics are provided to measure or monitor whether a company has successfully implemented the TNS approach? How did Nike use the TNS system conditions to design more sustainable products? Assess the effectiveness of Nike’s coolhunting web site. * **In-class videos:***Sticky Question:* <http://www.youtube.com/watch?v=Q901EP-bk34>; video on social injustice; *Media Carta* and *Mental Detox* activism at <http://www.adbusters.org/campaigns/mediacarta>; and <http://www.adbusters.org/campaigns/mental_detox_week> * **Assignment #4:** Select one of your frequently used personal care products (e.g., shampoo, lotion), read and make a list of the ingredients label. Now go to the *Environmental Working Group’s* online database of chemical safety information   (<http://www.cosmeticsdatabase.com/index.php?nothanks=1>) and check the Toxicity list in the OED. Which of the ingredients turn up on these lists? Will you continue to use this product? Could you eliminate this product from your personal care ritual? If not, could you meet the same need by substituting a service or another non-toxic product for the original? Submit a one page write-up of your findings and any actions you plan to take in light of them (put them in your blog). (**Due 1/29)**  **Optional: check out other areas on the ewg.org site.** | |

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|  | | **Date** | | **Topic** | | **Readings/Web Sites** | **Assignments and In-class Activities (ICA)** |
|  |  | | **Part 2:** | | **Environmental Management Systems** | |  | |
| **5.** | 2/3 | | Environmental Management  Systems (EMS)  And  Sustainability  Metrics | | * EPA EMS site: <http://www.epa.gov/ems/index.html> * **GE**, Ch. 15, pp. 75-87 and Ch. 21, pp. 114-124 * Check out climate scorecard at [www.climatecounts.org](http://www.climatecounts.org) Click on “Which Companies Think Climate Counts – Scorecards * **OED**, Module 18, pp. 62-65      * **CASE: GE,** Ch. 15, pp. 83-85 + GE’s eco-   imagination report: <http://ge.ecomagination.com/site/downloads/news/2007ecoreport.pdf>     * Check out the Global Reporting Initiative (GRI) at [www.globalreporting.org](http://www.globalreporting.org) | | * **ICA 5a:** Explore the EPA EMS site. What is an EMS? What does ISO14001 mean? Are there any new ISO initiatives in the works? Check out the EMS goals for Region 10: <http://yosemite.epa.gov/R10/HOMEPAGE.NSF/79794ef74873b5d48825650f006b2193/730f39471e23be7888256fbf0074eecf/$FILE/Region%2010%20EMS%20Fact%20sheet%20external.pdf> What are they? * I**CA5b**: According to Makower (Ch. 21), what are the three basic questions a company must ask itself in order to asses the depth of its environmental commitment? Where does an EMS fit in? * **ICA 5c:** What are some of the different methods and “scorecards” that companies use to determine how sustainable their products and operations are? Are there similarities among the scorecards used by different firms? What are some of the current problems with scorecard approaches? Which companies “think climate counts?” How can a company put a dollar value on its social performance (e.g., the fact that it sources 100% of product components from “fair trade” suppliers)? * **ICA 5d CASE:** Why and how did GE develop its “eco-imagination” product line? What steps did GE take to ensure that the product line would have credibility among consumers, activists, and other stakeholders? What is your opinion of the success of this marketing campaign? Evaluate their latest sustainability report - does it enhance GE’s credibility among its various stakeholders? * **ICA 5e:** What is the Global Reporting Initiative? What are the G3 Guidelines?   Why is it important for companies who have developed a corporate level EMS to meet the GRI standards? Does the eco-imagination report meet the latest GRI standards? | |

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|  | **Date** | | **Topic** | **Readings/Web Sites** | **Assignments and In-class Activities (ICA)** |
|  |  | | **Part 3:** | **Marketing Strategies for Sustainability** |  |
| **6.** | 2/5  &  2/10 | | Product Life Cycle  and  Design Strategies | * **OED**, Modules 9 & 10, pp. 28-36 * **GE,** Part 4**,** Chs. 22, 24, and 32 * **CASE:**  1. Millennium Development Goals (MDG): <http://www.endpoverty2015.org/goals> 2. Video: <http://www.gapminder.org/downloads/presentations/a-slum-insight.html>   3. Darfur Stoves:  <http://darfurstoves.lbl.gov/benefits.html>  4. GE, Ch 33 &  [www.stateofgreenbusiness.com](http://www.stateofgreenbusiness.com) | * **Be ready to share your blog entries with classmates – how are your efforts to reduce your ecological footprint coming along? ☺ Are you ready to do more? Check out:** [**http://www.globalcool.org/**](http://www.globalcool.org/) * **ICA 6a:** What is marketing’s role in each stage of the product life cycle as described in OED, Module 9? * **ICA 6b:** What is “Design for Disassembly?” Can you find any current examples? What is materials pooling (GE, Ch. 32)? Why is this a noteworthy trend for sustainable product design? * **ICA 6c** Examine the Ecodesign Strategy Wheel on p. 34 of the OED **--**  which strategy or strategies are being employed by the firms discussed in GE chapters 22 and 24? Specifically, consider the ecodesign strategies of the following firms: SC Johnson, Clorox, SolarCity, mkDesigns, and Nau, * **ICA6d: CASE: Meeting Needs at the Base of the Pyramid (BOP)** What are the MDG? What are the 5 basic needs according to the gapminder ‘”slum” video? What are the BHAGs? Is there any overlap between the 3 sets of goals? Which of the MDG goals does the Darfur stove target? What does Makower mean by the “fourth quadrant?” Are green businesses making a difference (see his stateofgreenbusiness report)? How can we, as marketers, improve the lives of those at the BOP? * **ICA Video:** Simple Designs that could save millions of children’s lives: <http://www.ted.com/index.php/talks/view/id/2>) Cradle to Cradle: <http://www.ted.com/index.php/talks/william_mcdonough_on_cradle_to_cradle_design.html> Sustainable products as Innovation: Scott Berkun lecture at CMU: <http://www.youtube.com/watch?v=amt3ag2BaKc> * **Assignment #6:** Follow the instructions under New Product Design Activity, OED, p. 36. Check out the following websites for ideas: <http://www.moreinspiration.com/Default.aspx>; <http://function.creax.com/> <http://worldchanging.com/index.html> <http://www.coolhunting.com/fastsearch?tag=Design> **(Due 2/5)** |
| **7.** | | 2/12 | Product Design Strategies (cont.):  Biomimicry  &  Increasing Product Longevity | * Explore Biomimicry website: <http://biomimicryinstitute.org> and 100 top product designs inspired by nature: <http://n100best.org/index.html> * Review Biomimicry material in Atlas, p. 46. * **OED**, Modules 12 & 13, pp. 38-41 | * **ICA 7a:** What is biomimicry? How is it useful in product design? What are some examples of products inspired by nature? What do you think the potential is for biomimcry-related principles to create breakthrough products? * **ICA video:**  Biomimicry * **ICA7b:** According to the OED readings, what are some of the ways to increase product longevity? Which do you think would be most difficult to implement, i.e., would require changing consumer attitudes and behaviors? * **Assignment #7a:** Visit this website: <http://biomimicryinstitute.org/case-studies/> and read over the case studies there. Come up with a new or improved product concept based on biological design. Submit a one page verbal/visual description of the product with an explanation of how you used biological design as a model for your product concept. Be prepared to share your design brief with the class.   **OR**   * **Assignment #7b:** Complete and write-up the Eternally Yours Workshop Activity, OED, p. 40, after reviewing the material on product longevity and ecodesign strategies |

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|  | **Date** | **Topic** | **Readings/Web Sites** | **Assignments and In-class Activities (ICA)** | |
| **8.** | 2/17  &  2/19 | Greening the Supply Chain | * “A Roadmap for Natural Capitalism,” Lovins, Lovins and Hawken, HBR, June 1999: <http://www.natcap.org/images/other/HBR-RMINatCap.pdf> * Explore: [www.ComputerTakeBackCampaign.org](http://www.ComputerTakeBackCampaign.org) * Read, “Sustainability Through Servicizing” at S:\CBE\MKTG488\Wilhelm\Readings * **GE**, Ch. 23, pp. 138-147 * Optional: “You are only as green as your supply chain” <http://www.hbrgreen.org/2008/02/you_are_only_as_green_as_your.html> * **CASE:** Check out Wal-Mart’s Sustainability Progress report regarding its Supply Chain efforts: <http://walmartfacts.com/reports/2006/sustainability/environmentSupply.html> AND their latest Sustainability Progress Report: <http://walmartfacts.com/reports/2006/sustainability/documents/SustainabilityProgressToDate2007-2008.pdf> * Life Cycle Impact Analysis (LCA): **OED**, Modules 14, 15, 16, pp. 42-58 | | * **Prepare Beforehand:** OED, p. 55: we will conduct a LCA for a baseline/reference product in-class on 2/17, using the LCA chart on p. 54. **Make sure and complete readings before class!** This website might be of assistance:[**http://www.ecolect.net/materials**](http://www.ecolect.net/materials) * **ICA 8a:** What is Natural Capitalism? What are ecosystem services and how are these different from natural resources? What are the four major shifts in business practices that need to occur for natural capitalism to predominate? Which one is most relevant to “greening the supply chain?” To manufacturer “take back” policies/regulations? * **ICA 8b:** What prevents organizations from making the recommended shifts in business practices, according to Amory Lovins and his co-authors? “Most businesses are behaving as if people were still scarce and nature still abundant” (p. 157) – why was this logic correct during the Industrial Revolution? Why is this logic incorrect today? * **ICA 8c:** What is Servicizing? What are some of business advantages to servicizing? How * can servicizing contribute to a firm’s efforts to become more sustainable? Can you * provide examples from the article or elsewhere to support your answers? * **IC8d:** What is the “green retail revolution” that Makower is talking about in Ch. 23? Why do retailers have a more difficult time than manufacturers undertaking a life cycle analysis of their products? Why do large retailers often possess more power than manufacturers in the supply chain? * **ICA 8e CASE:** Read over Wal-Mart’s sustainability efforts related to greening their supply chain. What eco-initiatives are they engaged in? Do you believe what they say? Undertake a quick internet search on “Wal-Mart lawsuits” before you come to class – what did you find? * ICA Video: <http://walmartstores.com/Video/> * **Assignment #8:**  Life Cycle Impact Analysis, OED, p. 58: Create a new design with a reduced impact and chart the LCA results next to the baseline LCA chart**. Due 2/19** |
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|  | **Date** | | **Topic** | **Readings/Web Sites** | **Assignments and In-class Activities (ICA)** | |
| **9.** | 2/24  &  2/26 | Marketing Communication Strategies | | * **GE,** Chs. 14, 27, 28, 29, 30,31 * FTC Environmental Claims Guidelines: <http://www.idsa.org/whatsnew/sections/ecosection/pdfs/environmentalmarketingclaims.pdf> * Explore Consumers Union and their “eco-labels center” at: <http://greenerchoices.org> and the site [www.ecolabeling.org](http://www.ecolabeling.org) * **CASE**: GM, GE, Ch. 26 | | * **ICA 9a:** Scan the FTC guidelines – what is legal when it comes to making environmental claims? On the Consumers Union site, what is the difference between the Forest Stewardship Council and the Sustainable Forestry Initiative? What is the Green Seal? What does Makower have to say about the importance of eco-labels (Ch. 14)? What are some of the current problems with them? * **ICA9b:** Why has the marketing campaign developed for CFL (compact fluorescent light bulbs) been successful, in Makower’s opinion (Ch. 27)? How were they able to change consumer behavior? Identify specific marketing strategies and tactics used. Would a similar strategy for the next generation of light bulbs – LEDs - work? Why or why not? * **ICA9c CASE:** Why has GM been so unsuccessful at persuading consumers to believe in their environmental claims? Which of the sins of greenwashing identified in GE, Ch. 28 has GM committed, in your opinion? What are the four components Makower has identified as crucial for a green strategy that is pitch perfect and tuned for long-term success (GE, Ch. 29)? Has GM successfully incorporated any of the four in its marketing communication strategies? * **ICA9d: the “greening of PR:”** Check out [www.Edelman.com](http://www.Edelman.com) (one of the largest PR firms in the country, located in Seattle). What are some examples of campaigns they have created for clients in the area of sustainability and corporate social responsibility (CSR)? According to Makeower (Ch. 30), why does he state that “The PR industry will have its work cut out for itself.” Why does he devote a chapter to the power of pictures (provide examples) (Ch. 31)? * **Assignment #9:** Create a New Marketing campaign (include one creative effort, like a poster or banner ad) that encourages WWU students to reduce their carbon footprint – target one particular reduction strategy (e.g., carpool, turn off lights, buy organic, etc.). For ideas, read the Green Economy chapters and visit <http://www.cmu.edu/homepage/practical/2007/spring/influence-by-design.shtml>   **Due 2/26** |
| **10** | 3/3 | Pricing for Sustainability | | * OED, p. 64 * Read: <http://itsgettinghotinhere.org/2008/04/09/sustainable-justice/> * Read; <http://www.greenbiz.com/column/2008/03/06/sustainable-packaging-cost-vs-price> * [www.truecost.com](http://www.truecost.com) * Fuller, chapter on Sustainable Pricing: S/ | | * **ICA 10a:** Read over the Life Cycle costing material on p. 64 of OED. How willing are you as a consumer to incur this additional cost (in red)? As a brand/product manager? What will full cost/environmental accounting do to product costs? * Guest Speaker TBA |

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|  | **Date** | **Topic** | **Readings/Web Sites** | **Assignments and In-class Activities (ICA)** | |
| **11.** | 3/5 | “Frontiers” in Sustainable Marketing  &  EcoDesign | * **Atlas**, *Frontiers,* pp. 178-201 * **GE,** *Epilogue*, pp. 234-240. * Read The Earth Charter: <http://www.earthcharterinaction.org/assets/pdf/ECI_Leaflet2007_Webcolor.pdf> | | * **ICA 11a:** What are the central debates in sustainable design, according to Thorpe? What are the “frontiers” that Thorpe is talking about? What do you think are the most important issues in marketing and ecodesign that need to be addressed in your lifetime? * **ICA 11b**:Why does Makower (GE author) believe that the greening of business will be an enduring issue for business for years to come? Which of his 10 reasons do you think is the most important driver of sustainable business? Can you think of other reasons why firms must become sustainable or die? * **ICA 11c:** Do you believe the Earth Charter encompasses the dimensions of sustainability that we have covered this quarter? Are there issues addressed in the Earth Charter that we have NOT adequately addressed this quarter? |
| **12.** | 3/10  &  3/12 | Group Presentations |  | | * **Assignment #11 (required):** Final Activity, OED, p. 67. Write-up and submit your answers to the questions. Substitute “brand or marketing manager” for “design professional” if applicable. Be honest! [**Due 3/12]** * **Research Project:** complete by **3/13** (online survey URL will be provided) |
| **13.** | Mon.3/16 | Group Presentations | * Final Exam Time Slot:  **8-10 AM** * Attendance required | | 1. **Ecological Footprint Reduction/Journal:** Update your carbon footprint for food, housing, transportation, etc. Compare your results to the one you did at the beginning of the quarter. Write your last journal entry, including these latest calculations: were you able to achieve the ecological footprint reduction goals you set for yourself? **Submit Ecological Footprint calculations & last blog by Monday 3/16.** |

**Appendix 1**

**Project Options**

**1.Segmentation Study**

**Objective:** To identify and distinguish different mindsets on WWU’s campus in regards to sustainable values/lifestyles; and categorize them in groups that can be adequately described so we may develop an effective marketing plan for each segment.

**Guidelines:**

* Literature Review
* Read over the course material covered under “Buyer Behavior”
* Read through the Paul Ray’s research in identifying the “Cultural Creatives”. <http://www.culturalcreatives.org/>
* Build an understanding of the different groups identified by Ray and others
* Discover the statistical analyses used and the methodology behind the research.
* Develop and field an online survey using Qualtrics to measure WWU student values, lifestyles, and other characteristics discussed in your literature review (e.g., age, pro-environmental behavior).
* Analyze the data and uncover different segments that describe the WWU student body in terms of values, lifestyles, demographics, etc.– do the segments match any of the existing segmentation schemes you reviewed?
* Prepare a marketing research report (see below)

**Written Component: Marketing Research Report**

**2.Improving the workplace**

**Objective:** To gain experience in improving the work place by incorporating sustainable practices.

**Guidelines:**

* Select a local business
  + With legitimate need and willingness to take on sustainable practices
  + Research current business strategy
  + Contact owner/executive director
* Research
  + EMS (Environmental Management Systems) developed by other firms/industries
  + Marketing Strategies and competitive advantages: based on a review of what other firms in your industry have or have not done, identify 1 or more sustainable practices to implement at the business
  + Control and evaluation techniques: develop “before” and “after” measures to assess effectiveness of sustainable practice(s)

**Written Component:** An abridged marketing plan

**3.New Media/Viral Campaign**

**Objective:** To create a viral campaign or new media product that promotes general sustainability and/or sustainable practices targeted at the Western/Bellingham community.

**Guidelines:**

* Research local sustainability trends to find possible inspirations for campaign
  + Issues to incorporate into final element
* Evaluate need of local community
  + Environmental, economic, or social/cultural
* Develop a creative element
  + Eg: Video, webpage, blog that would spark a viral campaign
* Create an IMC plan for promotion and implementation

**Written Component:** An abridged IMC plan

**4.Western’s Campus Event Planning**

**Objective:** To create and implement a large scale event on campus that will measurably raise awareness of sustainability, environmental issues or sustainable business practices.

**Guidelines:**

* Look for high profile speaker/author/performer to present on campus (Required presence in field of sustainability)
* Set a goal for yourself (What you hope to achieve by doing this project)
  + Campus awareness objective (measurable)
    - Include Specific event objectives (attendees)
  + Personal learning objective
* Research Sustainable marketing/promoting
  + Effective promotional tools used for event planning
  + Campus event guidelines and policies
  + Concept of communication objectives pyramid (Integrated Marketing Communications Resource)
* Search out promotional partners in the community
  + Public Relations
* Execute the event

**Written Component:** An abridged IMC campaign

**5.Life Cycle Analysis**

**Objective:** To improve upon a current product’s overall life cycle and associate environmental impacts.

**Guidelines:**

* Gain an understanding of
  + Multiple stages in the product life cycle
  + Eco-design strategies
  + Process tree
  + Life cycle impact assessment
  + ISO Standards
* Research and select a product that merits significant improvement
* Perform the five stages of a single-figure LCA process
  + Use Okala Impact Factors 2007 (from Okala text)
  + More factors: Handbook of Life Cycle Assessment: Operational Guide to the ISO standards, Jeroen B Guinee, Kluwer Academic Publishers, Dordrecht, The Netherlands 2002; Design & Environment, Lewis & Gertsakis, Environmental Assessment Tools, Chapters 6-9
* Identify areas for improvement via the life cycle and eco-design strategies
* Show measurable improvements
  + Impact Reduction Graphs
* Proposed improvement design

**Written Component:** Marketing Report

**6.New Product Design**

**Objective:** To create and market a new product design that responds to needs of the new sustainable marketplace

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**Guidelines:**

* Research principles of ecology, the natural step, and their relationship to design: ecodesign.
* Visualize and conceptualize ten products that address environmental concerns
  + Then, analyze your ideas to see if they are in line with consumers beliefs and stakeholder needs
* Gain an understanding of
  + Multiple stages in the product life cycle
  + Eco-design strategies
  + Process tree
* Using current ideas, create a product that meets the needs of customer, stakeholders and the environment.
* Develop an effective marketing strategy to get your product in consumers homes/hands.

**Written Component:** New Product Marketing Plan

**7. BOP Marketing**

**Objective:** To research the needs at the base of the pyramid and respond to those need by effectively implementing a marketing plan for a product or service.

**Guidelines:**

* Research BOP business case studies: success stories and failures
* Identify a population with a significant number of poverty stricken citizens.
* Gain a complete understanding of the population’s needs.
* Develop a service or identify a current product that will provide a solution to certain needs.
* Effectively budget costs of resources and manufacturing in that area.
* Create marketing efforts for funding/awareness.

**Written Component:** An abridged marketing plan

**8. Western’s Sustainability Efforts**

**Objective:** To assist Western’s Office of Sustainability in achieving its goals related to Western’s sustainability and campus planning.

**Research**

* Contact Seth Vidana, the Coordinator of the Office of Sustainability for project idea/guidelines
* Control for before/after to measure outcomes/effectiveness
* Explore what other universities are doing in their sustainable campus planning efforts

**Written Component:** An abridged Marketing or IMC plan

**Appendix 1 (cont.)**

**Other Project Ideas**

(each idea needs elaboration to make it eligible)

|  |
| --- |
| 1. Research in depth an environmental impact category such as those listed in the OED (p. 14). Recommend market based strategies for reducing its impact. |
| 1. Research the problem of global e-waste – where do all our old electronics products go (PCs, TVs, cell phone, etc.)? What efforts are being made to recycle these products? How can marketing help? Recommend a strategy for Washington State, based on what other countries are doing. Sites: [www.epa.gov/ecycling](http://www.epa.gov/ecycling) ; [www.ngm.com](http://www.ngm.com) |
| 1. Conduct interviews, focus groups, surveys with a specific market segment to determine their beliefs/attitudes and behaviors related to sustainability. Find out how to motivate them to participate in the four Rs (refuse, reduce, reuse, recycle). Create a viral campaign to educate and motivate behavior change. |
| 1. Research a particular industry (e.g., paper), sustainable technology (e.g. solar or wind energy), product category (e.g., coffee, PCs): Trends and innovations? Obstacles to overcome? How is the industry/category becoming more sustainable? Are there particular players (firms, individuals, NGOs) that stand out? Interview them! |
| 1. Select a personal care product you use everyday and analyze its ingredients, its chemical composition in particular. Check them against the OED list (see week # 3 on course schedule) and the online chemical database developed by the *Environmental Working Group* . How many are toxic? Design an activist viral campaign to persuade the company to eliminate toxic chemicals from this product. |
| 1. Undertake a content analysis of “green” or “sustainable” ad campaigns in a specific product category. What are the main themes being conveyed? Are the environmental claims being made truthful? What are the regulations for such claims in this particular category. How are the U.S. rules different than those in the EU? Elsewhere? |
| 1. Start a SEEDS project: <http://www.wwu.edu/sustain/academics/seeds/> . This is an idea you would develop for “greening” Western’s campus. How did your readings contribute to your idea? |
| 1. Volunteer with a local environmental , social justice, etc. organization. Examples: Community Co-op ([www.communityfood.coop](http://www.communityfood.coop) ), local Food Banks, Whatcom Watch, Small Potatoes Gleaning Project, Rainforest Action Network, etc. You may help plan and implement an event, work at the organization, develop a viral campaign…………… You will then present/write up a summary of your experience, including information about the organization and what it does, challenges it faces, how you would improve its marketing efforts, etc. How did the readings for the quarter inform your experience? |

**Appendix 2**

**Group Assignment Evaluation Form**

**MKTG 488**

**You are required to hand this form in to me no later than the date/time of the final exam. Any information that you provide on this form will be confidential. Please do NOT put your name on this form.**

Please take a moment and consider the effort each group member has put into the assignments this quarter. It is important that any member of the group who did not do his/her share of the work be downgraded accordingly. It is not fair to you or other group members if a student is given an "A" or a "B" that he/she does not deserve. However, all group members (except for the affected individual) must agree that this student has not done his/her share of the work (e.g., 2 out of 3 members) before I can downgrade that student. The actual amount by which that student will be downgraded will depend on the percentages given below. (Note: I will not upgrade individuals who have done more than their share, although I probably know who you are and will recognize you in other ways!)

I urge you to take this task seriously and to be honest about each member's contribution to the assignments.

Please list your group members (other than yourself) by name below. Indicate what share of the work each member has contributed to the assignments (less than, equal, more than). Next, attach a percentage contribution to each member to the best of your ability. For example, in a three member group, equal sharing of the workload would mean that each member (including yourself) did 33% of the work. Thus, if you feel that a group member has done LESS than his/her share, you would put down a percentage somewhat less than 33% (for a three member group); the actual percentage will depend on how much less than his/her share you feel that person contributed.

NAME CONTRIBUTION LEVEL CONTRIBUTION %

(less than, equal, more than)

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**Appendix 3**

**Selected Resources**

**Agreements/Standards/Principles**

* The Earth Charter: <http://www.earthcharterinaction.org/assets/pdf/ECI_Leaflet2007_Webcolor.pdf>
* Millennium Ecosystem Assessment (MA), Opportunities and Challenges for Business and Industry: <http://www.milleniumassessment.org/document.353.aspx.pdf>
* U.S. Climate Change Partnership, “a [group of businesses and leading environmental organizations](http://www.us-cap.org/about/members.asp) that have come together to call on the federal government to quickly enact strong national legislation to require significant reductions of greenhouse gas emissions:” <http://www.us-cap.org/>
* UN Decade for Education for Sustainable Development <http://portal.unesco.org/education/en/ev.php-URL_ID=23279&URL_DO=DO_TOPIC&URL_SECTION=201.html>
* Millennium Development Goals: <http://www.un.org/millenniumgoals/>
* Sullivan Principles [www.sullivanprinciples.org](http://www.sullivanprinciples.org)
* Caux Roundtable [www.cauxroundtable.org](http://www.cauxroundtable.org)

**Media and Media Watchdog Organizations**

* Grist: an online magazine devoted to environmental news and commentary: <http://grist.org/> (based in Seattle)
* GreenBiz.com: online magazine devoted to the environment and business: <http://greenbiz.com/> [founded by Joel Makower]
* PR Watch ([www.prwatch.org](http://www.prwatch.org)) and SourceWatch ([www.sourcewatch.org](http://www.sourcewatch.org)), projects of the Center for Media and Democracy, which compare company claims with actual practices.

**Ecological Footprint Reduction**

* Stop mail order catalogs: [www.catalogchoice.org](http://www.catalogchoice.org)
* Sharing vs. buying: [www.neighborrow.com](http://www.neighborrow.com), [www.borrowme.com](http://www.borrowme.com)
* Giving stuff away: [www.freecycle.org](http://www.freecycle.org)
* Do the Green Thing (monthly videos to help you): <http://www.dothegreenthing.com/green_actions/buy_old/video>

**Social Networks**

* Anti-Apathy: <http://www.antiapathy.org/>
* icount: <http://www.icount.org.uk/>
* Green group on MySpace (what does Facebook have?)

**Corporate Sustainability Rating Systems**

* Climate Counts ([www.climatecounts.org](http://www.climatecounts.org) ). Scores companies on their efforts to reduce their carbon footprint,.
* Global Reporting Initiative ([www.globalreporting.org](http://www.globalreporting.org)) . Sustainability reports for Fortune 500 companies.

**Books**

* Green to Gold: How Smart Companies Use Environmental Strategy to Innovate, Create Value, and Build Competitive Advantage
* Natural Capitalism
* Ecology of Commerce
* Cradle to Cradle
* Mid-Course Correction
* Vital Signs 2007, World Watch
* Let my people go surfing
* Biomimicry
* The Hidden Connection
* Ismael and other Ismael books
* Jerry Mander books
* Ecotopia
* The Cultural Creatives
* The Toxicity of Products

**Agencies, Consultancies, and networks/institutes devoted to sustainable marketing**

* <http://www.sustainablemarketing.com/>
* <http://www.strong-language.co.uk/marketing.shtml>
* Smart: Know-net: <http://www.cfsd.org.uk/smart-know-net/index.htm>

**Non-Governmental Organizations (NGOs)**

* Center for Innovation in Corporate Responsibility www.cicr.net
* Corp Watch: Holding Corporations Accountable www.corp2watcb.org
* Transparency International [www.transparencv.org](http://www.transparencv.org)
* WorldChanging Seattle: <http://www.worldchanging.com/seattle/>

**Activism**

* http://www.dothegreenthing.com/